

Mapping

Your



Significant

Journey

A Saskatchewan Resource for the Principalship

Introduction

The professional journey of the school-based administrator can be exciting and rewarding. The journey can also be complex and, at times, daunting. Just as maps and guide books are indispensable tools for today's traveler, scaffolds for reflective dialogue, needs articulation and strategic planning are essential for today's school-based administrator.

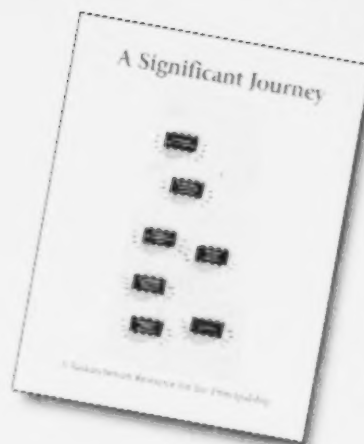
The goal of this travel guide is to complement the 2003 document, *A Significant Journey: A Saskatchewan Resource for the Principalship*, developed by SPDU for Saskatchewan Learning, Saskatchewan Teachers' Federation (STF), Saskatchewan School Boards Association (SSBA) and the League of Educational Administrators, Directors and Superintendents of Saskatchewan (LEADS). Working around the six leadership dimensions of a school-based administrator's role as described in *A Significant Journey*, individual administrators, or groups of administrators, can plan a particular leg of their upcoming professional journey.

There are three sections to this document *Mapping Your Significant Journey*.

Section One: **Looking Back** – a self-directed process for individual and/or groups of administrators to reflect on recent professional growth experiences and to identify personal and professional goals for the upcoming year.

Section Two: **Setting Our Direction** – A strategic assessment and planning process for individuals and groups of school-based administrators to uncover and address areas of professional growth focus for the upcoming year.

Section Three: **What's Available** – An overview of professional learning opportunities available to Saskatchewan school-based administrators in Saskatchewan and surrounding area for the year 2004-05. These conferences and seminars are organized according to each of the six leadership dimensions addressed in *A Significant Journey*.



Travel Guide	
Role of the Principal	4
Planning for Leadership	15
Developing Vision and Direction	33
Creating A Supportive School Climate	73
Supporting Teaching and Learning	109
Embedding the School in the Community	151
Developing an Effective School Team	185
Managing School Resources	217
Staying on Track: Legal Issues for School-Based Administrators	239

Mapping Your Significant Journey

Looking Back



As much as it is important for a school-based administrator to actively plan for his or her professional growth, it is equally important to reflect upon past professional growth experiences. Conscious reflection fosters a deeper understanding of the learning experience and facilitates personal and professional integration of one's learning. As a result of reflecting on a learning experience, school-based administrators can identify potential connection or extensions to future professional learning opportunities.

Planning for Leadership

Similar to the themes and activities found in *A Significant Journey* (2003), this document invites school-based administrators to be cognizant of their wider educational community. School staffs, parents, division office staff, students, school board members and community representatives are integral to your leadership development as a school-based administrator today.



Personal Reflection

The following reflective questions or stems are intended to support you, as a school-based administrator, in attaching new meanings or enhancing existing understanding of your professional growth.



As I consider my growth as a school-based administrator over the past year, what do I want to celebrate?



During the past school year, what leadership development choices did I take advantage of? For example: what conferences did I attend, what classes or seminars did I participate in? What book clubs or journals did I refer to on a regular basis? What on-line resources did I investigate and utilize?

Mapping Your Significant Journey

Looking Back



As much as it is important for a school-based administrator to actively plan for his or her professional growth, it is equally important to reflect upon past professional growth experiences. Conscious reflection fosters a deeper understanding of the learning experience and facilitates personal and professional integration of one's learning. As a result of reflecting on a learning experience, school-based administrators can identify potential connection or extensions to future professional learning opportunities.



Planning for Leadership

Similar to the themes and activities found in *A Significant Journey* (2003), this document invites school-based administrators to be cognizant of their wider educational community. School staffs, parents, division office staff, students, school board members and community representatives are integral to your leadership development as a school-based administrator today.

Personal Reflection

The following reflective questions or stems are intended to support you, as a school-based administrator, in attaching new meanings or enhancing existing understanding of your professional growth.



As I consider my growth as a school-based administrator over the past year, what do I want to celebrate?



During the past school year, what leadership development choices did I take advantage of? For example: what conferences did I attend, what classes or seminars did I participate in? What book clubs or journals did I refer to on a regular basis? What on-line resources did I investigate and utilize?



As I reflect upon this past year, which specific leadership qualities was I attending to? How did I do? What might be some evident (or not-so-evident) indicators of success that I was aware of?



Who were my mentors and role models and how did these relationships support my learning and professional growth?



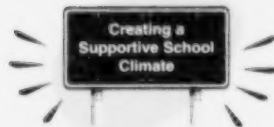
As I consider the many learning opportunities over the past year, what stands out as significant for my growth as a school-based administrator?

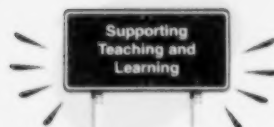


As I consider the significance of my learning, what do I want to hold on to and why might this be important to me - personally as a school-based administrator and to my wider educational community?

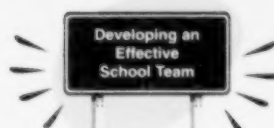
In what ways did I grow or demonstrate leadership and professional growth in each of the six dimensions? Specifically, what might be some examples or instances of leadership in each of the areas that I was conscious of:













One Administrator's Story

What a year! This past year, our school division was involved in a School^{PLUS} pilot, which meant many meetings with community organizations as we worked to develop shared understandings and looked for opportunities to build strong ties and goals for student success in our community. One of

my personal goals was to develop and hone my leadership skills in the area of **Embedding the School in the Community**. Specifically my goal was to improve my interpersonal communication skills of listening and seeking to understand other points of view. In addition, I had set a personal goal to strengthen my awareness and ability as a leader for community development. As I reflect on the year, I believe I made progress with my goal of listening and understanding others. I can remember reminding myself to remain silent and to create opportunities for others (students, parents, community elders, etc.) to speak freely about their hopes and goals for our educational community. Because of this, I certainly learned a lot about their experiences and world view. I also believe that my openness to listen and learn has opened the door to a more positive working relationship. In terms of gaining a better understanding about my potential leadership role in community development, I was able to track down some useful resources about the organizing for community development. These have been most helpful to me in that I have learned that, as a school-based administrator, I am not solely responsible for it all! There are a number of other community members, organizations and agencies all willing to contribute to the successful development of our educational community.



S.M.A.R.T. Goals

- Sustainable
- Manageable
- Action oriented and achievable
- Realistic
- Time bound

Create a personal and specific goal for each dimension, indicating a destination for you over the next year. (Refer to SMART goals – sustainable, manageable, action oriented and achievable, realistic and time bound). Record these destination goals and keep them close to your daily workspace, have a “goal check-up” every couple of weeks.



A destination for me











In what ways did I grow or demonstrate leadership and professional growth in each of the six dimensions? Specifically, what might be some examples or instances of leadership in each of the areas that I was conscious of:













One Administrator's Story

What a year! This past year, our school division was involved in a School^{PLUS} pilot, which meant many meetings with community organizations as we worked to develop shared understandings and looked for opportunities to build strong ties and goals for student success in our community. One of

my personal goals was to develop and hone my leadership skills in the area of **Embedding the School in the Community**. Specifically my goal was to improve my interpersonal communication skills of listening and seeking to understand other points of view. In addition, I had set a personal goal to strengthen my awareness and ability as a leader for community development. As I reflect on the year, I believe I made progress with my goal of listening and understanding others. I can remember reminding myself to remain silent and to create opportunities for others (students, parents, community elders, etc.) to speak freely about their hopes and goals for our educational community. Because of this, I certainly learned a lot about their experiences and world view. I also believe that my openness to listen and learn has opened the door to a more positive working relationship. In terms of gaining a better understanding about my potential leadership role in community development, I was able to track down some useful resources about the organizing for community development. These have been most helpful to me in that I have learned that, as a school-based administrator, I am not solely responsible for it all! There are a number of other community members, organizations and agencies all willing to contribute to the successful development of our educational community.



S.M.A.R.T. Goals

- Sustainable
- Manageable
- Action oriented and achievable
- Realistic
- Time bound

Create a personal and specific goal for each dimension, indicating a destination for you over the next year. (Refer to SMART goals – sustainable, manageable, action oriented and achievable, realistic and time bound). Record these destination goals and keep them close to your daily workspace, have a “goal check-up” every couple of weeks.



A destination for me











Figure 1:



Group Reflection and Discussion

Allow each administrator to indicate on the map areas of past professional learning and growth. This might be an opportunity to share stories and learn from one another. Upon the creation of the collective representation of professional growth, begin the following dialogue:

See A Significant Journey p.158 for a review of the characteristics of a dialogue as opposed to a discussion.

As a group of school-based administrators, and referring to the Dimensions Demographic Map (Figure One), reflect upon the following:

- During the past year, which dimensions have received our focus and attention?
- What factors (internal or external) might have influenced our growth in these areas?
- Which resources were available to us as a group of school leaders?
- As we consider our collective growth above, what challenges might lay ahead of us as we aspire to grow and to demonstrate growth in each of the six dimensions?
- As we examine our collective growth map, what are we noticing about our strengths as school-based leaders?
- What are we noticing about current or potential gaps and how we might address these?
- Are there pockets of expertise and if so, how might we best share our learning with one another?
- Considering this map, how might our perceptions compare with the perceptions of our staffs, our communities and our students? What kinds of things would they have seen or heard? How might we check this out? Looking ahead: What do we want to see this figure looking like this time next year? In three years? Why is this important to us as a community of school-based leaders?

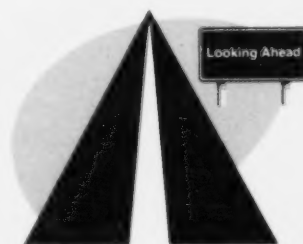


Figure 1:



Group Reflection and Discussion

Allow each administrator to indicate on the map areas of past professional learning and growth. This might be an opportunity to share stories and learn from one another. Upon the creation of the collective representation of professional growth, begin the following dialogue:

See A Significant Journey p.158 for a review of the characteristics of a dialogue as opposed to a discussion.

As a group of school-based administrators, and referring to the Dimensions Demographic Map (Figure One), reflect upon the following:

- During the past year, which dimensions have received our focus and attention?
- What factors (internal or external) might have influenced our growth in these areas?
- Which resources were available to us as a group of school leaders?
- As we consider our collective growth above, what challenges might lay ahead of us as we aspire to grow and to demonstrate growth in each of the six dimensions?
- As we examine our collective growth map, what are we noticing about our strengths as school-based leaders?
- What are we noticing about current or potential gaps and how we might address these?
- Are there pockets of expertise and if so, how might we best share our learning with one another?
- Considering this map, how might our perceptions compare with the perceptions of our staffs, our communities and our students? What kinds of things would they have seen or heard? How might we check this out? Looking ahead: What do we want to see this figure looking like this time next year? In three years? Why is this important to us as a community of school-based leaders?



Setting Our Direction

I. An Appreciative Inquiry Process

Time Required: 2 hours

Materials Required:

- ✓ charts
- ✓ colored dots
- ✓ markers
- ✓ tape
- ✓ *A Significant Journey* document

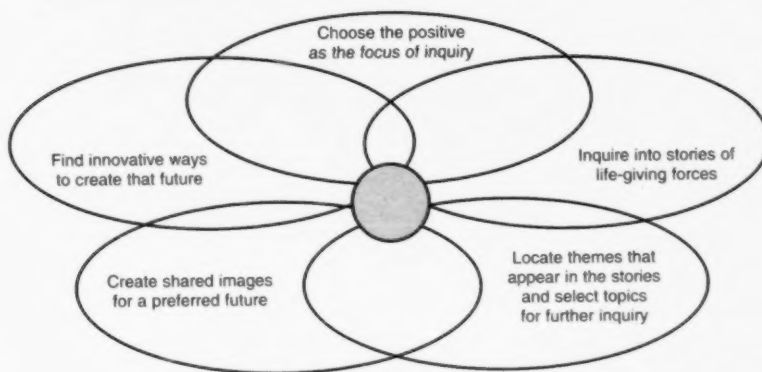
"Appreciative Inquiry involves, in a central way, the art and practice of asking questions that strengthen a system's capacity to apprehend, anticipate and heighten positive potential" (Watkins and Mohr, 2001. p. 14). The Appreciative Inquiry (AI) process is grounded in the theory of social constructivism in that members of a group, such as school-based administrators, can create meaning through their dialogue and set the direction of the future of their professional community.

There are five core principles of AI:

- **The Constructionist Principle:** Accepting that organizations are living systems, transformational change requires that leaders become skilled in a process of discovery; understanding, reading and analyzing the organization.
- **The Principle of Simultaneity:** Change and inquiry are not distinct. The process of articulating questions can disturb a system so that the system, or organization, simultaneously constructs its future.
- **The Anticipatory Principle:** Recognizing that leaders' collective imagination and dialogue about the future are the best resources for generating organizational change, it is these images which guide individual and organizational direction.
- **The Poetic Principle:** Similar to a well-crafted poem, the organization's stories about its past, present and future can be endless sources of learning, inspiration or interpretation.
- **The Positive Principle:** The more positive the questions used to guide the AI process for setting organizational direction, the more effective the process and the outcome will be.

When participating in AI, there are five distinct processes for administrative groups to follow. Although these processes may overlap in dialogue, it is important that each process be attended to (Figure 2).

Figure 2: The Five Core Processes of AI



Appreciative Inquiry: Change at the Speed of Imagination
Magruder Watkins, J. and Mohr, B. (2001)

Step One: Choose the Positive

Before beginning an AI, it is critical that participants understand and accept the importance of consciously choosing a positive focus. Allow sufficient time for small groups of administrators to silently read and consider the following:

Appreciative Inquiry – the idea that there is a connection between the images we hold of what is possible and the questions we ask about our past and present. The AI approach is like a journey that engages people in creating the sort of professional group or community that they want to live in. It focuses people on what happens when things are at their best. The rationale is twofold: (1) When you focus on the positive, it becomes an energizer for the future and (2) It also generates useful information about what to build on, moving towards the future together.

"Those who do not have power over the stories that dominate their lives, power to retell them, rethink them, deconstruct them, joke about them, and change them as times change, truly are powerless because they cannot think new thoughts."

- Salman Rushdie, *One Thousand Days in a Balloon*

Step Two: Inquire Into Stories

Through our stories, we discover the "life-giving" elements of our organization when it is functioning at its best. We share our stories through partner interviews, lasting about 15 minutes each.

Before beginning the interview, as a group, review the following guidelines:

- Choose a partner that you do not know well or would like to know better.
- Use the Interview Guide as a script to interview each other for thirty minutes each.

"Storytelling has the capacity to directly engage the heart and imagination in such a way that a deeper level of listening is activated, which opens the eyes of perception".

- Laura Simms, 1999

Travel Guide

Role of the Principal	4
Planning for Leadership	15
Developing Vision and Direction	33
Creating A Supportive School Climate	73
Supporting Teaching and Learning	109
Embedding the School in the Community	151
Developing an Effective School Team	185
Managing School Resources	217
Staying on Track: Legal Issues for School-Based Administrators	239

Norms for effective listening:

- Rapport through non-verbal language
- One person speaks at a time
- Silence and pausing are okay

- Choose a location where you both feel comfortable.
- The interviewer listens for and captures key words/phrases.
- Remember the norms for listening.
- At the end of the interview, take some time to talk about what the interview was like for both of you.

Interview Guide:

1. **Best Experience:** Tell me about some of the best times you have had as a school administrator. Looking at your entire experience, recall a time when you felt most alive, most involved or most excited about your involvement. Describe the event in detail.
2. **Leadership Dimensions:** As you consider the six dimensions of leadership as outlined in the document, *A Significant Journey* (2003), what might be some of your most exciting experiences that come to mind?
3. **Values:** What are the things that have deep value for you as an individual, as an administrator, and as a member of a professional community?

In your opinion, what is the core value (driving force, life-giving force, essence) of our professional community? What is it that, if it did not exist, would make our professional community totally different than it is today?

4. **Three Wishes:** The images we hold of our community's desired future are powerful in the creation of such a future. If you had three wishes for our professional community, what would they be?

Step Three: Locate Themes that Appear in the Stories

Themes of what is driving the professional community are found in the interview stories as they answer the question: "What do we hear people describing as the life-giving forces of our professional community?" These themes, once identified, can become the basis for collectively imagining what the professional community would be like if the exceptional moments uncovered in the interviews became the norm in the professional community.

- Forming a work group of three interview pairs (six members), choose one individual to keep time and another to record.
- Each person briefly share one or two of the best stories told by his or her interview partner. After hearing each other's stories, brainstorm a list of the themes that were present (high points, driving forces, ideas that "grabbed" you, etc.) From the group list, agree on and select three to five themes for the group. Record these on the scattergram chart (Figure 3). Post your chart for other groups to see.
- Give each participant three or four colored dots. Participants have five minutes to individually decide the themes on the charts that are most important to include in the professional community's desired future. Use only one dot per theme.

As you look at the identified themes on the charts, it is important to remember that data has no meaning until we assign it. Although one theme may not have numerous dots beside it, the theme itself may resonate with one or two administrators. Invite such conversations. The following questions can assist in the discussion around the "life-giving" forces for your professional community:

- What are you noticing about the charts? What areas seem to "pop-out" for us?
- What appear to be some significant themes for our group?
- What seems to be surprising or unexpected?
- What might be some areas we have not explored?

Step Four: Create Shared Images for a Preferred Future

The work here is to engage as many administrators as possible in creating a shared vision of the professional community's preferred direction.

The first task is to collectively create the image of possibilities and potential or, to envision the most desired direction for your professional community. At this point, participants will be creating images of the future based upon examples from a positive past.

Figure 3: Scattergram Chart

THEMES	*'s
1.	
2.	
3.	
4.	
5.	

DATA:

*Analysis is an action,
Understanding is a choice*

*"A vivid imagination compels the
whole body to obey it."*

Aristotle

As a group of administrators, take time to dialogue about these possibilities:

- What seems to be our “greater” calling as a professional community?
- What might be some of the most exciting possibilities for our professional community?
- What seems to be the inspiration that is energizing our community?

An optional activity here could be to provide time for table groups to create on chart paper an image of the professional community given the optimal actualization of the identified themes.

Next: Articulating Provocative Propositions.

Given the collective understanding and vision of a preferred future, groups of administrators articulate and record provocative statements describing what the professional community will look like when each theme is at its best.

Provocative Propositions:

- *Stretch and challenge individuals and organizations*
- *Are real possibilities*
- *Are part of the preferred future*
- *Are affirmative and bold*
- *Are high involvement*
- *Stimulate learning*

Some examples of Provocative Propositions

*When staff members come together, there is animated talk about how students are learning, what students are learning, and how staff can collaborate to enhance the student learning, then **Supporting Teaching and Learning** in our Community will be at its best!*

*When community members enter our buildings, they will sense the energy and passion we hold for our students and our community. They will observe teachers and students seeking ways to challenge and understand and to pursue the extraordinary. In this, **Creating a Supportive School Climate** will be at its best.*

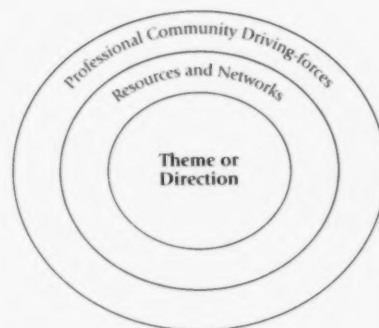
Step Five: Find Innovative Ways to Create the Preferred Future

In this final stage, administrator groups can identify resources and networks of support as they work to create the preferred future.

Using the Circle Model (Figure 4), teams of administrators:

1. In the center of the circle, highlight the theme or preferred direction for the professional community as identified in steps one through four.
2. In the second circle, identify supports and resources available related to the actualization of this theme/direction.
3. In the third and final circle, identify those driving forces that, as a professional community, need to be consciously attended to. In other words, "As we work towards the realization of _____, what do we not want to lose sight of?"

Figure 4: Example of the Circle Model



Post the charts for others to consider and dialogue.

As a professional community, you may wish to revisit and reconnect with your thinking, visions, hopes and possibilities over the next year. As stated initially, it is the members of the professional community that create the preferred future... and the future is wide open!



Step Five: Find Innovative Ways to Create the Preferred Future

In this final stage, administrator groups can identify resources and networks of support as they work to create the preferred future. Using the Circle Model (Figure 4), teams of administrators:

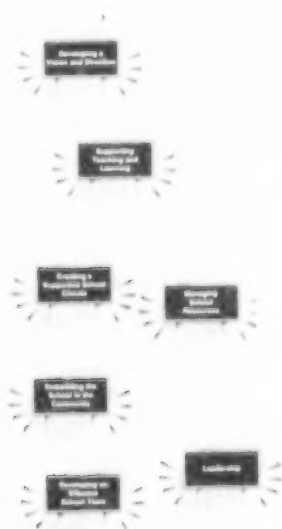
1. In the center of the circle, highlight the theme or preferred direction for the professional community as identified in steps one through four.
2. In the second circle, identify supports and resources available related to the actualization of this theme/direction.
3. In the third and final circle, identify those driving forces that, as a professional community, need to be consciously attended to. In other words, "As we work towards the realization of _____, what do we not want to lose sight of?"

Figure 4: Example of the Circle Model



Post the charts for others to consider and dialogue.

As a professional community, you may wish to revisit and reconnect with your thinking, visions, hopes and possibilities over the next year. As stated initially, it is the members of the professional community that create the preferred future... and the future is wide open!



II. Consensogram

Time Required: 30 minutes

Materials Required:

- ✓ hand-outs
- ✓ post-it notes

Consensogram

Please respond on a scale from 0 to 100 in increments of 10.

1. To what degree do you believe that school-based administrators can positively shape the professional agenda of a school division?
0 10 20 30 40 50 60 70 80 90 100
2. To what degree are you committed to enhancing your leadership through external professional growth experiences?
0 10 20 30 40 50 60 70 80 90 100
3. To what degree do you believe others are committed to enhancing their leadership through external professional growth experiences?
0 10 20 30 40 50 60 70 80 90 100
4. Rate the degree of importance of concentrating on _____ for our school division at this time.
0 10 20 30 40 50 60 70 80 90 100
5. Rate the degree of importance of concentrating on _____ for our school division at this time.
0 10 20 30 40 50 60 70 80 90 100
6. Rate the degree of importance of concentrating on _____ for our school division at this time.
0 10 20 30 40 50 60 70 80 90 100
7. Where on the scale do you rate your skills in supporting the energy and attention of others on professional growth issues in this school division?
0 10 20 30 40 50 60 70 80 90 100

As a follow-up to the Appreciative Inquiry process, the following activity can provide further direction for your administrative group.

Consensogram Activity - adapted from Bruce Wellman and Laura Lipton, co-directors of Mira Via LLC (2004).

Consensograms are vivid visual graphs of data generated by a group. The focus of the data can be a group's perception, commitment, belief or interest related to a specific issue. The Consensogram is an excellent vehicle to begin conversations about our thinking and commitment to an initiative or potential area of study.

Directions:

1. Provide each member of the group with a post-it note for each question to be explored. (Be sure that the post-its are all the same size).
2. Display the questions for consideration on a chart or overhead. You may want to talk about the origin of the questions first. Explain that for questions 4, 5 and 6, three of the six dimensions have been targeted. Seek agreement from the group on the selection.
3. Ask participants to respond to each question on page 16 based on their own perceptions, using a scale of 0-100. Responses are in increments of 10, with no negative numbers. Encourage participants to trust their initial response and not to over think the question. Participants then transfer their responses to post-it notes that correspond to the questions.
4. You may want to anticipate what the graphs are going to look like. Do people anticipate a wide spread? A skew? A balance? A facilitator might pose questions for small group discussion, such as: What assumptions were you making as you were responding? What are some predictions you are making? You may wish to invite each small group to share the gist of their discussion at this point. As it is important to create a safe place for group members to articulate their thinking without evaluation or judgments, any discussion as to "why" the graph looks a certain way could be premature.
5. Once all participants have created their response post-its, they stick them on the prepared charts to form bar graphs.

6. When all the responses have been posted, the group can process the data as follows: (remember, **data has no meaning until we assign it** and for each of us, analysis is an action and understanding is a choice).

- What important areas seem to "pop out" for us?
- What might be some patterns, categories or trends that are emerging for us?
- What seems to be surprising or unexpected?
- What might be some things we have not yet explored?
- What might be some possible causation for the graph as it is presented?

Consensogram

Please respond on a scale from 0 to 100 in increments of 10.

1. To what degree do you believe that school-based administrators can positively shape the professional agenda of a school division?

0 10 20 30 40 50 60 70 80 90 100

2. To what degree are you committed to enhancing your leadership through external professional growth experiences?

0 10 20 30 40 50 60 70 80 90 100

3. To what degree do you believe others are committed to enhancing their leadership through external professional growth experiences?

0 10 20 30 40 50 60 70 80 90 100

4. Rate the degree of importance of concentrating on _____ for our school division at this time.

0 10 20 30 40 50 60 70 80 90 100

5. Rate the degree of importance of concentrating on _____ for our school division at this time.

0 10 20 30 40 50 60 70 80 90 100

6. Rate the degree of importance of concentrating on _____ for our school division at this time.

0 10 20 30 40 50 60 70 80 90 100

7. Where on the scale do you rate your skills in supporting the energy and attention of others on professional growth issues in this school division?

0 10 20 30 40 50 60 70 80 90 100

References

Garmston, R.J. and Wellman, B. (1999). *The Adaptive School: A Sourcebook for Developing Collaborative Groups*. Christopher Gordon.

Wellman, B. and Lipton, L. (2004). *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry*. Mira Via, LLC.

Magruder Watkins J. and Mohr, B. (2001). *Appreciative Inquiry and Change at the Speed of Imagination*. Jossey-Bass/Pfeiffer

Notes

Notes

Notes



**Saskatchewan
Learning**



What's Available

Once individual or groups of school-based administrators have identified an area of professional growth focus for the upcoming year, the task is to identify available resources and opportunities for learning. This section provides information about upcoming conferences and seminars for the 2004-05 school year. Information regarding dates, location and contact information is provided for conferences which relate to each of the dimensions addressed in the document, *A Significant Journey: A Saskatchewan Resource for the Principals*.

Planning for Leadership

September 8-10, 2004
Annual Fall Conference
SASBO
Watrous
www.sasbo.com

September 30, October 1, 2004
Annual Fall Conference
Saskatchewan Council on Educational Administration
Saskatoon
http://www.stf.sk.ca/prof_growth/ssc/scea/conference_scea.html

October 1-2 and 29-30, 2004
Module One - Working with People
SPDU
Saskatoon
spdu@stf.sk.ca

October 28,29,30, 2004
Western Canadian Educational Administrators' Conference
Council on School Administration
Kananaskis, Alberta
<http://www.wceac.org/>

November 4-6, 2004
School^{plus} Congress
University of Regina
Regina
carol.fulton@uregina.ca

December 9, 2004
School^{plus} Shared Leadership Institute
Regina
spdu@stf.sk.ca

January 20-21, 2005
Understanding Your Personal Style Through INSIGHTS
SPDU
Saskatoon
spdu@stf.sk.ca

April 20-22, 2005
CAP Conference 2005
Canadian Association of Principals
Halifax, NS
www.cdnprincipals.org/conference.htm

May 27, 2005
Learning the Ropes: The Time for Talk
SPDU
Prince Albert
spdu@stf.sk.ca

June 1-3, 2005
60th Annual Convention
SASBO
Regina
sasbo@sasktel.net

Developing Vision and Direction

Early Fall
Talking With Data Workshop - Helping Others Understand and Use
Data to Help Inform Improvement
Sask Learning
TBA
Contact your division or regional office

October 24-26, 2004
Smart Schools Institute
Smart Schools Institute
Aurora, ON
<http://www.nesonline.com>

November 15-17, 2004
Saskatchewan School Boards Association Convention -
Saskatchewan School Boards Association
Regina
www.sasbo.com

February 25-26, 2005
Making a Difference: Linking Research and Best Practice
The Learning Consortium
Toronto, ON
<http://fcis.oise.utoronto.ca/~learning/call2005.html>

May 16-17, 2005
Data Driven Dialogue with Bruce Wellman and Laura Lipton
SPDU
Saskatoon
spdu@stf.sk.ca

Creating A Supportive School Climate

October 29, 2004
Learning the Ropes: Building Relationships With All Staff
SPDU
Prince Albert
spdu@stf.sk.ca
November 25-27, 2004
Safe Schools Conference
Alberta Association of School Resource Officers
Edmonton, AB
<http://www.aasro.com>

March 11-12, 2005
3 Rs for Positive Classroom and School Cultures
SPDU
Saskatoon
spdu@stf.sk.ca

March 18, 2005
Learning the Ropes: Creating Safe Schools
SPDU
Prince Albert
spdu@stf.sk.ca

April 18-19, 2005
17th Annual Conference
Ontario Association for Students at Risk
Toronto, ON
www.oasar.org

August 16-17, 2004
Coming to Know: Numeracy in the Early Years
University of Saskatchewan
Saskatoon
<http://www.usask.ca/education/conferences/numeracy/index.htm>

September
Fall Provincial ELA Exam Workshops
Sask Learning
Each Region
maxine.penner@sasked.gov.sk.ca

September 7, 2004
English Language Arts (Secondary Level)
Sask Learning
La Ronge
bill.prentice@sasked.gov.sk.ca
September 9, 2004
English Language Arts (Secondary Level)
Sask Learning
Regina
bill.prentice@sasked.gov.sk.ca

September 10, 2004
English Language Arts (Secondary Level)
Sask Learning
Saskatoon
bill.prentice@sasked.gov.sk.ca

September 15-16, 2004
ELA Elementary Teacher Leaders Refinement
Day Four Workshop
Sask Learning
Regina
bill.prentice@sasked.gov.sk.ca

September 23-24, 2004
ELA Elementary Teacher Leaders Refinement
Day Four Workshop
Sask Learning
Swift Current
bill.prentice@sasked.gov.sk.ca

Supporting Teaching and Learning

September 27-29, 2004
Aboriginal Literacy Gathering
Saskatchewan Aboriginal Literacy Network
Fort San, SK
934-2632

September 28, 2004
Early Literacy
Sask Learning
Saskatoon
bill.prentice@sasked.gov.sk.ca

September 30, October 1, 2004
ELA Elementary Teacher Leaders Refinement
Day Four Workshop
Sask Learning
Weyburn
bill.prentice@sasked.gov.sk.ca

October 4-5, 2004
ELA Elementary Teacher Leaders Refinement
Day Four Workshop
Sask Learning
Saskatoon
bill.prentice@sasked.gov.sk.ca

October 14-15, 2004
ELA Elementary Teacher Leaders Refinement
Day Four Workshop
Sask Learning
Prince Albert
bill.prentice@sasked.gov.sk.ca

October 14-15, 2004
Annual Fall Conference - Theme: Early Learning
LEADS
Regina
www.sasbo.com/leads

October 15, 2004
Saskatchewan Advanced Placement Conference
Regina
dfolk@rbe.sk.ca

October 21-22, 2004
ELA Elementary Teacher Leaders Refinement
Day Four Workshop
Sask Learning
North Battleford
bill.prentice@sasked.gov.sk.ca

October 21-23, 2004
Assessment: Telling the Story
Alberta Assessment Consortium
Edmonton, AB
www.aac.ab.ca/annual.html
October 25, 2004
Gateways to Knowledge: Locating, Assessing and Using
On-Line Information
SPDU
Saskatoon
spdu@stf.sk.ca

October 25-26, 2004
ELA Elementary Teacher Leaders Refinement
Day Four Workshop
Sask Learning
Yorkton
bill.prentice@sasked.gov.sk.ca

October 29, 2004
ELA Elementary Teacher Leaders Refinement
Day Four Workshop
Sask Learning
Division Scolaire, Saskatoon
bill.prentice@sasked.gov.sk.ca

November 2-3, 2004
ELA Elementary Teacher Leaders Refinement
Day Four Workshop
Sask Learning
La Ronge and Beauval
bill.prentice@sasked.gov.sk.ca

November 5, 2004
Early Literacy
Sask Learning
Swift Current
bill.prentice@sasked.gov.sk.ca

November 18-20, 2004
Learning Disabilities Association of Canada Conference
Learning Disabilities Association of Canada
Red Deer, AB
<http://www.ldac-taac.ca>

November 19, 2004
Kookum and Mishom:
Integrating Aboriginal Content and Knowledge
SPDU
Saskatoon
spdu@stf.sk.ca
November 19-20, 2004
Learning from Practice: An Exchange of Teacher
Knowledge and Research
STF
Saskatoon
www.stf.sk.ca

November 24-26, 2004
National Summit on Inclusive Education
Canadian Association for Community Living Conference
Ottawa, ON
<http://www.cacl.ca>

November 26, 2004
Learning the Ropes: Supporting Classroom Learning
SPDU
Saskatoon
spdu@stf.sk.ca

January, 2005 Date TBA
Standardized Testing
ASCD
Calgary and Edmonton
<http://alberta.ascd.org>

May 12-13, 2005
Learning Focussed Supervision with Bruce Wellman and Laura
Lipton
SPDU
Saskatoon
spdu@stf.sk.ca

Spring 2005
A Toolkit for Teachers: Using Technology to Communicate and
Share Learning
SPDU
Saskatoon
spdu@stf.sk.ca

Embedding the School in the Community

October 3-5, 2004
Canadian Association of Communicators in Education Annual
Conference
Canadian Association of Communicators in Education
Calgary, AB
<http://www.cace-acace.org>

October 14-15, 2004
2004 REAL Interchange – A Conference for Catholic
School Administrators
Humboldt Catholic Schools
Humboldt
Ron Chapdelaine, tel: 682-2287

November 1, 2004
seeyourfuture education & career fair 7
Sask. Education and Career Fair
Saskatoon
www.seeyourfuture.net ; e-mail: e.v.karwacki@sasktel.net

November 2-4, 2004
2004 Online Learning Symposium
Alberta Online Consortium
Edmonton, AB
<http://www.albertaonline.ab.ca>

November 4-7, 2004
32nd Annual International Conference: Anchored in Learning,
Charting New Possibilities
Association of Experiential Education
Norfolk, Virginia
<http://www.aee.org/conferences/2004intlconf.htm>

November 25-26, 2004
Saskatchewan Community Schools Conference
Sask Learning
Saskatoon
bland.stueck@sasktel.net

February 18, 2005
Learning the Ropes: Making Meaning with School^{Plus} in Your
Community
SPDU
Saskatoon
spdu@stf.sk.ca

April 6-8, 2005
Rural Education Conference
SELU
Saskatoon
selu.info@usask.ca

April 29, 2005
Learning the Ropes: Connecting with Community
SPDU
Saskatoon
spdu@stf.sk.ca

Developing an Effective School Team

September 24, 2004
Learning the Ropes: Supporting Beginning and New-to-Your
School Teachers
SPDU
Saskatoon
spdu@stf.sk.ca

September 15, 2004
Building Learning Communities Introductory Workshop
Sask Valley and SELU
Saskatoon
selu.info@usask.ca

September 15-17, 2004
Building Learning Communities: Research and Practice
Conference
SELU
Saskatoon
<http://www.usask.ca/education/selu/>

September 19-20, 2004
A Journey Into Team Building
John Paul II Collegiate
North Battleford
r.fauchon@nwcsd.ca

December 4-8, 2004
36th Annual Conference
National Staff Development Council
Vancouver, BC
www.nsd.org

January 28, 2005
Learning the Ropes: The Potential of Professional Portfolios
SPDU
Prince Albert
spdu@stf.sk.ca

April 14-16, 2005
Big Questions, Worthy Dreams, Professional Choices
STF
Saskatoon
www.stf.sk.ca

Managing School Resources

September 8-10, 2004
Annual Fall Conference
SASBO
Creighton
sasbo@sasktel.net

Staying on Track

May 1-3, 2005
The Law as an Agent of Change in Education
Canadian Association for the Practical Study of Law in Education
Regina
<http://www.capsle.ca/conference/conference.html>